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SOME EFFECTS OF DUAL ENROLLMENT UPON STUDENTS ENROLLED IN THE CHICAGO LUTHERAN SHARED TIME PROGRAM. FINAL REPORT.

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THIS STUDY EXPLORES THE EFFECTS OF DUAL ENROLLMENT UPON STUDENT SATISFACTION WITH STUDENT STATUS, STUDENT PARTICIPATION IN THE CO-CURRICULAR ACTIVITIES AT TAFT HIGH SCHOOL, AND STUDENT ACHIEVEMENT IN A SAMPLE OF 14 STUDENTS DUALLY ENROLLED AT TAFT HIGH SCHOOL AND LUTHER HIGH SCHOOL NORTH, CHICAGO, ILLINOIS, DURING THE SCHOOL YEAR 1966-67. DATA GATHERED BY INTERVIEW, SEMANTIC DIFFERENTIAL SCALE, SEVEN-POINT SCALE OF THE STUDENT'S OWN ASSESSMENT OF SATISFACTION-DISSATISFACTION, SEVEN-POINT SCALE OF THREE RATERS' INDEPENDENT ASSESSMENTS OF STUDENT SATISFACTION-DISSATISFACTION, ACHIEVEMENT TESTS, AND A CO-CURRICULAR PARTICIPATION SURVEY ARE SUBJECTED TO SEVERAL TYPES OF STATISTICAL ANALYSIS. THE ASSESSMENT OF SATISFACTION-DISSATISFACTION WAS FOUND TO BE A USEFUL MEASURE FOR INFERRING POSITIVE OR NEGATIVE EFFECTS OF DUAL ENROLLMENT UPON THE STUDENTS. EVIDENCE YIELDED BY THE STUDY IS FAVORABLE TO DUAL ENROLLMENT. THE VARIOUS DATA GATHERING DEVICES AND A BRIEF STATISTICAL INTERPRETATION APPEAR IN AN APPENDIX. (AUTHOR/TT)

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INTRODUCTION

(a) Definitions

For the purpose of this study, the term "Dual Enrollment" is defined as an arrangement whereby a student regularly and concurrently attends a public school for certain courses and a non-public school for certain courses. Together, the courses from both schools make up the student's program of studies for the semester or for the year. The courses satisfactorily completed at each school become a part of the student's total transcript and are counted toward graduation.

The term "Chicago Lutheran Shared Time Students" in this study refers to the fourteen students who regularly and concurrently attended Taft High School and Luther High School North. They will hereinafter be referred to as CLST students.

The term "Shared Time" was used with the CLST students instead of Dual Enrollment because this was the term used in the recruitment literature of the Chicago Lutheran Shared Time Committee.

(b) Background

Recent developments with respect to Dual Enrollment (Shared Time) indicate that there will be an increase in the number of such arrangements. It is expected that an increasing number of non-public schools will seek the arrangement whereby their students may enroll in the public school for those courses not offered at the non-public school. Since Dual Enrollment by its very nature is a "two-way street", it may also be expected that church groups may establish schools or utilize existing non-public schools in which students from public schools may enroll for one or two courses. In addition, then, to non-public schools seeking to enroll their students in public schools for some courses, church bodies will also be seeking to enroll public school students in non-public schools for some courses. This arrangement, therefore, has the possibility of involving a large number of students.

In the greater Chicago area, representatives of the American Lutheran Church, the Lutheran Church in America, and the Lutheran Church-Missouri Synod established in 1964 an organization known as the Chicago Lutheran Shared Time Education Committee. The purpose of this organization is to make it possible for public school students to become enrolled for certain courses in a non-public school. To this end, the committee has entered into a Dual Enrollment agreement with the Board of Education of the City of Chicago. Commencing with school year 1966-1967, 14 Lutheran sophomore students from Taft High School were enrolled in European History and a course in religion. These courses were conducted

by Luther High School North, a North Central Association accredited non-public school in Chicago. Since Luther High School North is quite distant from Taft High School, space was rented at Our Savior Lutheran School, Chicago, for a branch facility in proximity to Taft High School. Credit for European History will be transferred to Taft High School, where it will be counted toward the student's graduation requirements. By local agreement, the credit for the religion course will not be transferred and counted toward graduation. This arrangement is expanding to include the junior year of high school for school year 1967-1968.

(c) Problem

A review of published research on Dual Enrollment deals with a variety of aspects such as administrative concerns, economic advantages and/or disadvantages for the community, increased comprehensiveness of course offerings for non-public school students, legality of the dual arrangement, the types of Dual Enrollment arrangements, and possible increase in support of public schools by non-public school constitutents (1,4,5,6,7,8). However, there appears to be no research report on the effects of Dual Enrollment upon the student dually enrolled. The effects of Dual Enrollment could be positive, negative, or nil. The intent of this study is, therefore, to identify and investigate some effects of Dual Enrollment upon CLST students - those fourteen students who were regularly and concurrently enrolled at Taft High School, Chicago, and Luther High School North, Chicago, during school year 1966-1967.

(d) Objectives

The purpose of this study is to investigate the effect Dual Enrollment may have upon:

1) the satisfaction of CLST students with their student status;

2) the participation of CLST students in the co-curricular and extra-curricular activities at Taft High School;

3) the achievement of CLST students.

In investigating the effect of Dual Enrollment upon Shared Time students, it is the intent of this study to seek answers to the following related questions as they apply to CLST students:

1) How clear are the notions of Dual Enrollment possessed by CLST students at the onset of the arrangement?

2) Do these notions change during school year 1966-1967?

3) Do these notions affect the students' attitude about Dual Enrollment?

4) Does Dual Enrollment place CLST students in a kind of "no-man's land" between the public and the non-public schools?

5) If so, what effect may this have upon their achievement in all courses and upon their participation in co-curricular and extra-curricular activities at Taft High School?

6) What problems concern CLST students?

7) How are these problems worked out?

8) Does solving the problems affect the attitudes of students toward Dual Enrollment?

METHOD

Several techniques were used to gather data germane to the purposes and the questions of the study. These techniques included the interview, a self-assessment of satisfaction-dissatisfaction, a rater's assessment of the satisfaction-dissatisfaction as reflected in taped interviews, the semantic differential, achievement tests, and a co-curricular participation survey.

(a) Interview

Interviews with each CLST student were conducted on three different occasions during school year 1966-1967: (1) November 11th and 15th; (2) February 14th; and (3) June 1st. The interviewers were graduate students, oriented and trained to follow a uniform set of directions. The interviews were tape recorded and lasted from 25 to 30 minutes.

The questions for the first interview, as developed by the director of this project and two graduate assistants, were determined by the purposes and questions of the study. Those that were developed were tested on four dually enrolled students who were not CLST students. (See Appendix F for the interview schedule).

The second set of interview questions were divided into two parts. The questions in the first part were designed to explore the feelings and the reactions students may have developed toward Dual Enrollment between the first and second interviews. The second part of this interview was designed for each individual student and dealt with some specific items the student had mentioned in the first interview.

The questions of the third interview were designed to probe more deeply into the satisfaction-dissatisfaction of CLST students with Dual Enrollment, their commitment to Dual Enrollment, their crucial feelings toward the arrangement, and the impact which they felt Dual Enrollment may have made upon them.

(b) Student Assessment of his own Satisfaction-Dissatisfaction with Dual Enrollment

At the end of each of the first two interviews, the student was asked to place a check by one of the following statements:

I am satisfied with Shared Time.

I am dissatisfied with Shared Time.

After the student had placed his mark, he was directed to indicate how satisfied or dissatisfied he was by drawing a circle around one of the points of a seven-point scale. The scale used was the following:

Satisfied 0 o . | . o 0 Dissatisfied

The student was directed not to circle the vertical bar, which is the neutral position on the scale.

The third student assessment of satisfaction-dissatisfaction was obtained prior to the third interview.

(c) Raters' Assessment of each Student's Satisfaction-Dissatisfaction

Three graduate students were asked to make an independent assessment of each student's satisfaction or dissatisfaction with Dual Enrollment on the same seven-point scale used by the students. This assessment was based on the interview with the student. The rater read the typewritten copy of the interview while listening to it on tape. The raters were directed to rate no more than two interviews at one time, and to rate not more than four in one day. Three different graduate students were used as raters for assessing each of the three interviews.

(d) Semantic Differential

A semantic differential scale after Osgood (2) was developed and administered prior to each interview. The semantic differential was applied to two situations in the first administration: (1) School Attended Last Year; and (2) Chicago Lutheran Shared Time School. The same pairs of words were used for each situation, but the pairs may have been inverted or they may have appeared in a different order. For the second and third administrations, the semantic differential was applied to three situations: (1) Taft; (2) Chicago Lutheran Shared Time School; and (3) Shared Time.

The pairs of words represented opposite reactions or feelings, with one word appearing on one end of a seven-point scale and one word on the opposite end of the scale. The student indicated his

reaction to the situation by circling one of the points on the scale for each pair of words. However, he was directed not to circle the vertical bar which was the neutral position on the scale.

(e) Achievement Tests

The Social Studies test of the Sequential Tests of Educational Progress was administered on October 17, 1966, and again on May 11, 1967. The Reading Vocabulary, Reading Comprehension, and Mathematics Reasoning sub-tests of the California Achievement Tests, Advanced Level, were administered on November 8, 1966, and on June 5, 1967. Approximately seven months elapsed between the fall and spring administration of each test.

(f) Co-Curricular Participation Survey

Students were asked to record their co-curricular participation for school year 1965-1966 on a form which surveyed (1) their active and/or spectator activities for a variety of school-related functions; (2) activities for which they "tried out"; (3) activities in which they were involved only a part of the school year; and (4) their student government activities. After a week, they were given their completed copy of the form and asked to record what they may have omitted the first time.

The same survey form was used for school year 1966-1967, and the students were given it at one-month intervals to bring it up to date.

(g) Treatment of the Data

Typewritten copies of each recorded interview were made. Three graduate assistants independently recorded statements from each typed interview on file cards, one statement to a card. The initials of the student who made the statement were noted on the card to avoid duplication of statements by the same student, since three graduate assistants were doing the same interview. Cards with statements which fit together were placed on the same pile. A category heading was given to each pile of cards, a generalization was made, and the number of different students making statements related to the generalization was recorded. Some generalizations from the first interview were tested or probed in the second interview, and the third interview was also used for this purpose.

The raters' assessment of each student's satisfaction-dissatisfaction was ranked. "Kendall's Coefficient of Concordance: W" was applied to the ranked scores in order to obtain a measure of agreement among the raters. Siegel's (3) formula 9.18, $x^2 = k\,(N-1)W$, was applied in order to obtain a probability value from which could be derived a level of confidence.

The mean score of the three raters' assessments of each student's satisfaction-dissatisfaction was utilized to form a set of scores which could be correlated with the set of scores from each of the other test instruments. The Pearson r was applied to the sets of scores with similar scores scales, i.e. the seven-point scale, and the Spearman rho was applied to the score scales which were dissimilar, i.e. the seven-point scale with achievement test data.

The scores on the student's own assessment of his satisfaction-dissatisfaction and on the different semantic differential scales were also correlated with other scores as described above.

The "t" test of significance was applied to the results of the two administrations of the California Achievement Test and to the results of the two administrations of the Social Studies Test of the Sequential Tests of Educational Progress. A profile comparing progress in the sub-tests of the three tests of the California Achievement Tests was developed.

The scores on the California Test from the first administration were correlated with those of the Sequential Tests of Educational Progress: Social Studies. The same was done with the scores of the second administration of each test. The formula for the Pearson r was applied in each instance. The achievement test scores were also correlated with the scores from other instruments by the rank-order correlation.

Correlations were computed from the scores on test instruments administered at different data-gathering periods, as well as from those administered during the same data-gathering period. A list of the statistically significant correlations is found in Appendix A-1, A-2, A-3 and A-4.

Numerical comparisons were made between co-curricular participation for 1965-1966 and co-curricular participation for 1966-1967.

The director of this study and the three graduate assistants made predictions about the re-enrollment of each student on the basis of the interview, the student's own assessment of his satisfaction-dissatisfaction, and the semantic differential scales. The predictions fell into these three categories: Will Re-enroll, Re-enrollment Doubtful, Won't Re-enroll. These predictions were then checked against the actual statistics.

RESULTS

1. Twelve of the fourteen CLST students expressed personal satisfaction with their participation in Dual Enrollment.

2. Twelve students admitted a feeling of anxiety about Dual Enrollment prior to attendance, but this anxiety was replaced by a growing feeling of well-being as they attended the two schools.

3. The feelings expressed by CLST students toward the two schools tend to be similar.

4. The students' conception of Dual Enrollment became somewhat clearer as they experienced the arrangement.

5. CLST students reported experiencing the following four problems with Dual Enrollment: embarrassment over the means of transportation between the two schools; longer schedule; interference with extra-curricular activities; and the difficult textbook for the religion class.

6. There was no statistically significant difference between the scores on the California Achievement Test administered in November and the one administered in June; nor was there any statistically significant difference between the Social Studies Test of the Sequential Tests of Educational Progress administered in October and the one administered in May. The gain on the Social Science Reading Vocabulary sub-test of the California Achievement Test was more than two times as much as the gain on either the Mathematics Reading Vocabulary sub-test or the Science Reading Vocabulary sub-test (See Appendix B).

7. CLST students participated in slightly fewer activities at Taft High School during school year 1966-1967 than they did during school year 1965-1966. There were more changes to fewer activities than to more activities in the individual instance. There was a change toward being involved in more status activities in 1966-1967 than in 1965-1966.

8. The positive correlations between the two semantic differentials and between CLST students' own assessment of their satisfaction-dissatisfaction and the assessment of this satisfaction-dissatisfaction by the raters were significant at the .01 level of confidence. The correlations between the same instruments and between the different instruments, as these are reported in Table II of Appendix A-2 and in Table III of Appendix A-3, were obtained during the second and third data-gathering periods and are significant at the .01 level.

DISCUSSION

The underlying assumption of the study is that an expression of satisfaction with Dual Enrollment on the part of the student would suggest that he is not in any kind of "no-man's land"

between the two schools involved, but that he perceives the arrangement as one which helps him to move toward his personal and educational goals and, therefore, he views himself as fitting into the arrangement. An expression of dissatisfaction would mean just the opposite.

The problem with obtaining an estimate of satisfaction or dissatisfaction from the students is that the investigator cannot be sure whether or not he is obtaining a true reaction. Consequently, the design of this study called for obtaining an estimate of CLST students' satisfaction in five different ways: (1) through the statements of the interview and the categories which emerged from them; (2) through an independent assessment by three raters on the basis of the interview; (3) through the students' own expression of their satisfaction-dissatisfaction; (4) through the semantic differential scales; and (5) through a satisfaction-dissatisfaction item in the differential scales. The significant correlations among items 2-5 above, as reported in Tables I, II, and III in Appendix A-1, A-2, and A-3, lend confidence to the finding that students expressed satisfaction with Dual Enrollment.

The interviews revealed a number of verbal reactions related to student satisfaction-dissatisfaction. As can be seen from Appendix C, D, and E, many statements indicate that the students were satisfied with the arrangement. An interview-by-interview analysis showed that twelve students made statements which indicated their satisfaction with Dual Enrollment, while two students made statements which indicate their dissatisfaction with Dual Enrollment.

On the Students' Own Assessment of Satisfaction-Dissatisfaction, twelve students selected the "satisfied with Dual Enrollment" statement each time, and two CLST students chose the "dissatisfied with Dual Enrollment" statement each time. Two students changed their expression of feeling toward Dual Enrollment between the first and second data-gathering periods. One changed from satisfied to dissatisfied, while another changed from dissatisfied to satisfied. No student changed his expression of satisfaction or dissatisfaction between the second and third data-gathering periods.

The fact that there was a significant correlation between the raters' assessment of the students' satisfaction-dissatisfaction on the basis of the interview and the students' own expression of their satisfaction-dissatisfaction, indicates that raters could be sensitive enough to the expression of students' satisfaction-dissatisfaction in the interview to be able to approximate the student's own assessment of his satisfaction. The Concordance (Kendall W) among the raters for each data-gathering period was .65, .73, and .75, significant at the .05, .02, and .01 levels of confidence respectively.

The growing sense of commitment to Dual Enrollment also underscores the satisfaction the students were experiencing with the program. In the first interview, 8 students made statements which indicated that when they first enrolled they were simply "going along with the idea." At the time of the interview, however, eleven of them indicated that they liked the program and would encourage others to enroll. In the second interview, thirteen students stated they would re-enroll in Dual Enrollment if the arrangement offered courses suitable for them. In the final interview, ten students made statements to the effect that Shared Time was a good idea or that it should be expanded. Eleven students said they would make calls on prospective students for CLST and tell them about Dual Enrollment.

In expressing certain notions which may help to explain why they are satisfied with Dual Enrollment, CLST students focused upon the school which represented a change for them, the CLST school. In each interview, almost all of the students mentioned the informal, friendly atmosphere of the CLST classroom and the capacity of the teacher to communicate with the students and to understand them. Eleven students also indicated that the CLST school was instrumental in expanding their interest in religion and bringing them into closer contact with God.

An analysis of the first interview seemed to indicate that the students preferred the CLST school over Taft High School. The .85 correlation between the two semantic differentials for the first data-gathering suggested, however, that their feelings about the two schools may be more alike than different. In the second interview, nine students stated that they felt the same toward the two schools. Two said they felt differently toward the same schools. The significant correlations between the semantic differential for Taft and the semantic differential for Chicago Lutheran Shared Time School on the second and third administration would tend to bear out the finding that the feelings of CLST students toward the two schools are similar.

There is also some suggestion in the data that how students felt toward each school depended upon how they felt about school in general, and this, in turn, had some effect upon how they felt toward Dual Enrollment. The two students who registered dissatisfaction with Dual Enrollment were dissatisfied with school. They registered dissatisfaction with both Taft and the CLST School on the semantic differential, and they seemed to express a general dislike for school in the interview. On the other hand, those students who registered satisfaction with Dual Enrollment seemed to like school. According to the semantic differential, they liked both Taft and the CLST school, and in the interview they expressed satisfaction with school in general.

Students seemed to be unable to articulate a mature conception of Dual Enrollment. At first they saw it as a history

and as a religion course. In the second interview, they reacted with confusion when trying to explain it. In the third interview, ten students viewed it as a religious program designed to help them learn more about God and the church. Dual Enrollment was not defined as being enrolled in two schools at the same time in any of the interviews.

The problems pointed out by CLST students were not frustrating ones for them. They did not express any exasperation or disgust with the program because of them. There were problems, but not threatening ones.

The "t" test was applied to test for significant difference between the first and second administration of each of the achievement tests, but no significant difference was found. There was a gain for each of the tests, but it cannot be stated with any certainty that the gain was due primarily to the satisfaction with Dual Enrollment. The graph (Appendix B), however, shows a much larger gain for the reading vocabulary sub-test related to the course taught at the CLST School than for the two other reading vocabulary sub-tests which would be related to the courses taught at Taft. The significant correlation between the two achievement tests (California and STEP: Social Studies) for the last administration, and the absence of a correlation at the .01 level of significance for the first administration of these two sets, may suggest that student satisfaction did have an effect upon student achievement, since the variance of each set of scores approximated the other. Some variable was operating to cause these two sets of scores to go together. However, this is not clear.

The significant correlations among the instruments assessing student satisfaction at each data-gathering period indicate the concurrent validity of the instruments. The significant correlations between the semantic differentials, between raters' assessment of satisfaction-dissatisfaction and students' own assessment of satisfaction, between raters' assessment and the differentials, and between student assessment and the differentials indicates that the instruments were measuring the same variable, here assumed to be satisfaction-dissatisfaction.

The split-halves correlation of .84 for the November semantic differential, of .99 for the February semantic differential, and .99 for the May semantic differential, attests to the reliability of the instruments. The correlations between the semantic differentials of administration 2 with administration 3, as reported in Appendix A-4, also attests to the reliability of this instrument.

The only question about the validity of the semantic differential may be found in the absence of correlation between the November semantic differential and the student's own assessment of his satisfaction-dissatisfaction, as well as between the

same semantic differential and the raters' assessment of the students' satisfaction-dissatisfaction. The absence of correlation at that time could have been due to factors such as chance or the newness of the instrument.

A further test of validity was made by predicting how many would enroll on the basis of their satisfaction indicated by these two instruments - the semantic differential-shared time, and the seven-point scale for the student's own assessment of his satisfaction-dissatisfaction. It was assumed that students would re-enroll if they were satisfied with Dual Enrollment, and that they would not re-enroll if they were dissatisfied with Dual Enrollment. Consequently, if the mean on the student's semantic differential-shared time fell to the satisfaction side of the scale, and if his own assessment on the satisfaction-dissatisfaction scale also fell to the satisfaction side of the scale, a prediction of re-enrollment was made. If both scales showed dissatisfaction for the student, then a prediction of "won't re-enroll" was made. On this basis, it was predicted that twelve CLST students would re-enroll and that two would not re-enroll. At this time, seven CLST students have re-enrolled and seven have stated that they will not re-enroll. The seven that re-enrolled were correctly predicted. Of the seven who are not re-enrolling, two were predicted as not re-enrolling, three were predicted as re-enrolling, and two have already taken the course that is being offered at the CLST School. Of the twelve predictions which are applicable, nine were correctly predicted. In other words, predictions based on the two instruments resulted in 75% accuracy.

On the Co-curricular Participation Survey, CLST students reported that they participated in a total of 59 activities at Taft High School during school year 1965-1966. They reported that they participated in a total of 51 activities for school year 1966-1967. In comparing the survey of each individual student, there was a substantial change to fewer activities in three cases, and a substantial change to more activities in one case.

Two students held student government offices during 1966-1967, but none did in 1965-1966. Three reported being on the Honors Club in 1966-1967, while only one reported Honors Club membership in 1965-1966. Participation in four interscholastic sports was reported in 1966-1967, while only one participation was reported in 1965-1966. One reported attending dances in 1966-1967, while seven reported attending dances in 1965-1966. Holding student government offices, increased membership in the Honors Club, and increased participation in interscholastic sports would suggest that students were gravitating toward the status activities. The changes revealed by comparing the two Co-curricular Participation Surveys are not substantial enough, however, to attribute them to Dual Enrollment. In fact, they may very well approximate the usual pattern of co-curricular participation as students progress through high school.

CONCLUSIONS

The conclusions herein rendered are directed to this study only. They may, however, be regarded as fruitful ground for the development of hypotheseswhich must be tested in a variety of situations.

The effects of Dual Enrollment appear to be strongly positive as indicated in the following specific conclusions:

(1) The absence of student anxiety with Dual Enrollment after CLST students had experience with the arrangement, their satisfaction with Dual Enrollment, and their tendency to have similar feelings toward both schools are strong indicators of a positive attitude toward the two schools. It seems reasonable to conclude that the students in this study were not in an educational "no-man's land." Rather, they were able to relate easily to Dual Enrollment and find personal meaning in the arrangement.

(2) Clarity of conception of Dual Enrollment had no apparent effect upon student satisfaction-dissatisfaction or upon student achievement in this study.

(3) Expressions of satisfaction-dissatisfaction with Dual Enrollment tended to center on the school which was new to the dually enrolled students, that is, the CLST school. This was particularly true in the interviews.

(4) Assessments of satisfaction-dissatisfaction can serve as a useful indicator of the effects Dual Enrollment makes upon dually enrolled students. Noteworthy was the high correlation between student response to the semantic differential scale and their self-rating of satisfaction-dissatisfaction.

RECOMMENDATIONS

(1) It is recommended that satisfaction-dissatisfaction be tentatively accepted as a measure from which positive or negative effects of Dual Enrollment upon dually enrolled students can be inferred.

(2) It is also recommended that the semantic differential scale and the student's own assessment be used by school officials to assess the satisfaction-dissatisfaction of students involved in Dual Enrollment. This feedback will alert responsible personnel to the presence of negative attitudes and the need for possible adjustments. A sample semantic differential is included in Appendix G.

(3) Finally, it is recommended that a comprehensive study be made to further assess the apparent unique contribution of the non-public high school. However, such a study must take into consideration a variety of factors:

a) quality of teaching
b) personality of the teacher
c) parental attitudes
d) peer attitudes
e) community attitudes
f) convenience of travel
g) physical environment of two schools

SUMMARY

The study focused upon the fourteen students dually enrolled at Taft and Luther High School North, Chicago, Illinois, during school year 1966-1967. The purpose of the study was to investigate some effects Dual Enrollment may have upon the students: their satisfaction with their student status, their participation in the co-corricular and extra-curricular activities at Taft High School, and their achievement.

The instruments used to gather the data were:

(1) the interview
(2) the semantic differential scale
(3) a seven-point scale for the student's own assessment of his satisfac tion-dissatisfaction
(4) a seven-point scale for three raters to make independent assessments of the student's satisfaction on the basis of the interview
(5) achievement tests
(6) Co-curricular Participation Survey

The data was treated in a number of ways, with correlations and categorizing of interview statements being the most frequently used and the most fruitful techniques.

It was found that the assessment of satisfaction-dissatisfaction provided a useful measure for inferring positive or negative effects of Dual Enrollment upon the students. The semantic differential and the seven-point scale for students' assessment of their own satisfaction-dissatisfaction proved to be the most useful tools in obtaining a measure of satisfaction-dissatisfaction.

The evidence yielded by the study was overwhelmingly favorable to Dual Enrollment. Twelve of the fourteen Chicago Lutheran dually enrolled students registered their satisfaction with the arrangement.

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APPENDIX A-1

TABLE I Statistically Significant Correlations between Three Assessments of Satisfaction (1st Data Gathering Period)*

	Sem Dif CLST Sch	Rater Assess. Sat-Dis
Sem Dif Sch Att Last Yr	.85	
Stud. Assess. Sat-Dis		.78

* .01 level of confidence

APPENDIX A-2

TABLE 2 Statistically Significant Correlations between Three Assessments of Satisfaction (2nd Data Gathering Period)*

	Sem Dif Sh. T.	Sem Dif CLST Sch	Student Assess. Sat-Dis	Rater Assess. of Sat-Dis	Sat-Dis Item:Sem Dif Taft	Sat-Dis Item:Sem Dif CLST
Sem Dif Taft	.70	.66	.70	.77		.77
Sem Dif Sh. T.			.88	.92	.87	.79
Sem Dif CLST Sch	.90		.86	.88	.74	
Student Assess. Sat-Dis				.93	.81	.70
Rater Assess. Sat-Dis					.75	.68

* .01 level of confidence

APPENDIX A-3

TABLE 3 Statistically Significant Correlations

(3rd Data Gathering Period)*

	Sem Dif Sh. T.	Sem Dif CLST Sch.	Student Assess. Sat-Dis	Sat-Dis Item: Sem Dif Taft	Sat-Dis Item: Sem Dif Sh. T.	Sat-Dis Item: Sem Dif CLST Sch	STEP: SS
Sem Dif Taft	.79	.81	.68	.76	.86	.81	
Sem Dis Sh. T.			.93	.68	.95	.96	
Sem Dif CLST Sch	.93		.85	.79	.95	.93	
Student Assess. Sat-Dis					.83	.87	
Rater Assess. of Sat-Dis	.80	.71	.84		.79	.70	
Sat-Dis Item: Sem Dif Taft					.76	.74	
Sat-Dis Item Sem Dif Sh. T.						.95	
Calif. Ach. Test							.72

* .01 level of confidence

APPENDIX A-4

TABLE 4 Statistically Significant Correlations between Three Assessments of Satisfaction (Total Data Gathering)*

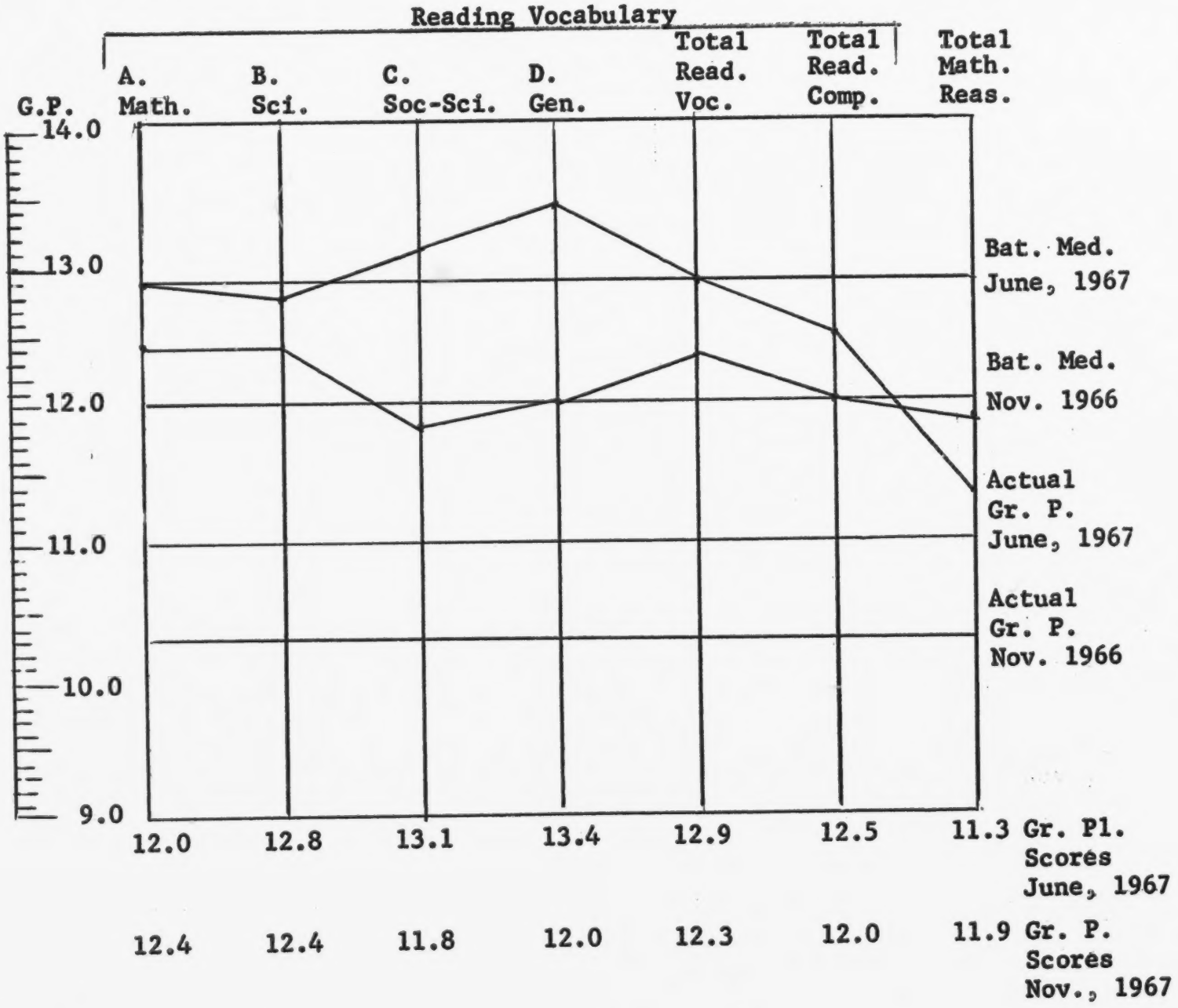
	Sem Dif Taft #1	Sem Dif CLST Sch #2	Sem Dif Taft #3	Sem Dif CLST Sch. #3	Student Assess. Sat-Dis #3	Sat-Dis Item: Sem Dif CLST Sch #3	Sat-Dis Item: Sem Dif Sh. T. #3	Rater Assess. of Sat-Dis #3
Sem Dif CLST Sch #1		.72						
Sem Dif Taft #2			.70					.82
Sem Dif CLST Sch. #3				.80				.81
Student Assess. Sat-Dis #2					.98			.90
Sat-Dis Item Sem Dif CLST Sch #2						.83		
Sat-Dis Item: Sem Dif Sh. T. #2							.77	
Rater Assess. of Sat-Dis #2	.71							.95
Rater Assess. of Sat-Dis #3	.70							

*.01 level of confidence

* Due to the failure of the tape recorder to record properly, N for this Table = 13.

APPENDIX B

A Comparison of Certain Sub-tests from Two Administrations of the California Achievement Tests, Advanced Battery



APPENDIX C-1

Emerging Categories from the November Interviews

(1) Initial Anxiety - CLST students experienced anxiety over their participation in Dual Enrollment prior to their experience with it.

Some students were very specific about their concerns as they mentioned schedules, transportation, mean teacher, extra homework, the early hour, or what other students would think. Some expressed a "floating fear", such as, "It sort of made me feel like I was going to be a mouse or something in a laboratory," or "afraid what was going to happen." One said he wasn't afraid at all.

(2) A growing feeling of well-being - A feeling of satisfaction and well-being toward Shared Time replaced the feeling of anxiety of CLST students as they attended both schools.

This finding is evident from statements such as, "I like it", "It's a great idea", "It's more fun than other classes", "It has changed me a little already", and "I feel very good about it."

(3) Similar feelings about the two schools - The feelings expressed by CLST students toward the two schools tend to be similar.

All CLST students considered themselves to be Taft students enrolled in a history and a religion course at another school. When asked what advice they would give a friend who had asked whether he should enroll in CLST school, most of the students gave answers which reflected encouragement to enroll in the program. They also gave reasons for encouraging others to enroll. They would not have given this encouragement without having positive feelings about the CLST school. On the other hand, none expressed any thought about transferring out of Taft into Luther High North. It seems reasonable to assume that transferring would have come up in the conversation if the students did not have positive feelings toward Taft also.

(4) The overwhelming response to the Shared Time teacher - The satisfaction expressed by CLST students with Dual Enrollment is due to the warm, supportive behavior of the CLST teacher, to the rapport between CLST teacher and students, and to the total atmosphere of the classroom in the CLST school.

The total response here was overwhelming. Perhaps it can be summed up in the statement of one student: "As we progressed,

"we had more lively discussions and everything got to be on a friendly basis. You learn more that way...I feel more comfortable. He doesn't put you on the spot...students are more friendly. It's more informal. You can talk to your friends more. I enjoy it more than a regular classroom. He's different. He provides more discussion. It's much easier. I've never had a teacher who lectured and you took notes. It's interesting and I've never had a teacher like that before. I think the atmosphere between the students and the teacher is more friendly and we know each other better. He seems really to know what he's talking about."

(5) Compliance - CLST students enrolled in Shared Time because family and church thought it was a good idea, rather than because of a personal commitment on the part of the student.

Although most of the students claimed that enrolling in Shared Time was their decision, they report a strong, positive feeling toward Shared Time on the part of their parents, the pastor, and the recruiter. The most articulate student put it this way: "It didn't really matter to me whether I was going to another school or not. But seeing my Pastor, my Mom and Dad and my sister recommended it strongly, I figured, 'Sure, why not?'"

(6) Personal Commitment - There seemed to be more of a personal commitment to Shared Time by CLST students after their experience with it.

The positive statements reported in #2 above also fit here. Secondly, most of the students would encourage their friends to enroll. They wouldn't give this advice if they didn't feel committed themselves. The following statements also attest to the commitment most students have for Shared Time: "I really wasn't too crazy about the idea, but now I like it." "I sort of figured it would be somewhat of a bore. It didn't turn out that way... I look forward to it." "Yes, I would (enroll again)." "I hope it works out and that I can continue with it."

(7) Persisting Misconceptions - Certain hazy notions and misconceptions held by CLST students about Shared Time tend to persist.

Many students said they went to Taft and to a grammar school. Many also said there isn't much difference between the two schools. Two said they were enrolled in one school. One student said he thought Mr. Matthias was hired by Taft. Two reported they still didn't understand Shared Time.

(8) Satisfaction on Shaky Ground - Although most students express satisfaction with Dual Enrollment, it is possible that this expression of satisfaction could quickly change to an expression of dissatisfaction.

This generalization is not based upon statements of the students themselves. Rather, it is based upon some observations on what was said. First of all, their satisfaction hinges upon one factor, the teacher. Although some of them mention learning more about their religion, this doesn't seem to be a crucial factor. Secondly, there were a number of hesitancies, "I don't know" statements and "Well" comments in the interviews, which suggest underlying, silent reservations about Shared Time. Thirdly, the students are not able to describe Shared Time in terms of purpose. Their reasons for being there are different from the reason the program was initiated. Fourthly, the graduate students rating the interviews expressed uncertainty about student satisfaction because of apparent reservations.

(9) School Attachment - CLST students consider themselves Taft students attending the CLST school part time.

When asked where they go to school, CLST students responded with "Taft." One named Luther North in addition to Taft, while others named "Our Savior" or simply said, "a grammar school," in addition to Taft. Two named Taft only.

(10) The Religion Course - There is dissatisfaction on the part of some students with the textbook in religion.

Some students said they didn't understand it. One said, "I'm not learning anything anyway." Another registered dissatisfaction with Shared Time because of the textbook in religion.

APPENDIX D-1

Emerging Categories from the February Interviews

(1) Contrasts between Taft High School and the CLST School In contrasting Taft and the Chicago Lutheran Shared Time schools, Chicago Lutheran Shared Time (CLST) students identify (a) the greater freedom of expression allowed in the CLST school, and (b), the small, informal class as the primary differences.

Eleven different students spoke about this contrast the following ways:..."you feel more at home in a small class." "It's almost completely different from Taft...a little bit warm in its spirit...not so strict...more casual."

(2) Different Perceptions of the Two Schools - CLST students perceive Taft High School and the CLST School differently. Taft is associated with strictness and hard work, while the CLST School is associated with a club or a family setting.

Thirteen students held these notions. These ideas are shown in such statements as "...Taft seems more like a school - I mean you just come in and sit there and you work." "I feel proud to belong to this club (CLST) - to say you're in something." "It's different here (CLST) - doesn't seem like school." "You come here every day, it's like home."

(3) Definition of Shared Time - Shared Time seems to be identified with the courses taught at the Shared Time School. Thirteen students defined Shared Time. Nine students associated religion and history with Shared Time in the following way: "Shared Time is a program that links up religion with a history course." "Religion is what it's all about."

(4) Hazy Notions - Hazy notions concerning Shared Time still seem to exist. Ten students reflected hazy notions. One of the students felt that Shared Time was "hard to explain." "A religion and a history course, that's about as far as I got, because I get confused right there." "Well, in a way, I am really enrolled in two schools, but I'm not really enrolled in it. Well, sort of, I am."

(5) Problems with Dual Enrollment as these are expressed by CLST Students - Students mentioned problems connected with their enrollment in two schools. Twelve students made mention of problems. Seven of them were concerned about their schedule: "It made my schedule longer - I'd rather have it shorter."

Six students were dissatisfied with the religion text: "I'd change the religion book - can't understand a thing out of it." "Every other word is fifteen letters long."

Two girls felt that they were unable to join some of the clubs at Taft.

Three students questioned the amount of learning that was taking place..."I haven't learned that much."

Three of the girls were still concerned about the transportation: "I walk whenever I get the chance." "I still don't like it (the bus)."

Two of the students expressed a feeling of boredom with CLST classes: "The religion isn't as interesting, it's more boring."

(6) Friends' Reaction - Friends of the Shared Time students seem to react to the program in three ways - positive, negative or indifferent.

Nine students expressed their reactions. Four indicated that their friends gave positive reactions to their being in the program. "Lots of kids ask me about the course." "My friends are interested to find out what it's about." Two gave negative reactions of friends. "Friends still tease me a little." Four felt their friends were neutral or indifferent. "The kids just sort of listen and let it go by." "They don't talk to me about it anymore."

(7) Similar feelings about the two schools - The feelings expressed by CLST students toward the two schools still tend to be similar. Eleven students made statements about their feelings toward the two schools. Nine of them said they felt about the same toward the two schools. Two students stated they felt differently toward the two schools.

(8) The CLST teacher's personal concern - The teacher's personal interest in each student helped them to grow in their personal and academic life. Six students reflected this growth. "When you take an interest in one class, it gets infectious and spreads around." "He knows us better, so history is more interesting." "It's a more informal class at (CLST) and well, the teacher seems to take an interest in us."

(9) Satisfaction - The satisfaction with the CLST program is due to the rapport between the teacher and the pupils, and between the pupils themselves.

Of the fourteen statements made, twelve spoke about the teacher, and seven about the close pupil to pupil relationship. "I don't like history so much, but Mr. Matthias makes it interesting for us." "Mr. Matthias makes you feel like you belong here." "I'd enroll if I knew he would be here again - no matter

"what it did to my schedule." "You feel at ease here because you have friends." "The students help a lot because they participate." "Before I'd take it again - I'd ask the rest of the kids if they were."

(10) Deeper religious understanding - Shared Time helps the students to fulfill their needs for a deeper religious understanding. Thirteen students felt Shared Time had helped them in this way. Many felt it had brought them closer to God. One student expressed it this way, "It stimulates your mind - helps you know what you believe - makes life more concrete - prepares you for life."

(11) Luther High North - Luther High North, the school which sponsors the religion and the history courses, means very little to the CLST students. Thirteen students expressed this in statements as, "I don't feel anything about it - don't feel connected to it in any way." "I don't know that much about it."

(12) Personal Commitment - CLST students appear to be personally committed to Dual Enrollment. Thirteen students said they would attend Shared Time the next year. Of these thirteen, three said they'd like to, without stating a reservation, as "I'd like to ask some questions first", or "I'd like to talk it over with my parents first." Four said they'd ask some questions first, and six said they'd like to talk it over with their parents first. One said he would not attend next year.

APPENDIX E-1

Emerging Categories from the June Interviews

A. Satisfaction-Dissatisfaction with the CLST Program

(1) Shared Time Students attribute their satisfaction with the CLST Program to the informal classroom, the uniqueness of the program, and the teacher.

Twelve students expressed this feeling in such statements as, "It's different, it seems to be a friendlier place, it's more informal than the other school." "It made it a little more fun; it was more open, you could talk more.." "He's a real nice teacher, and he sort of goes along with the kids."

(2) CLST students were aware of the mutual feelings of satisfaction experienced by the majority of CLST students in the program. Ten students made statements similar to the following: "I know most (students) are pretty satisfied." "I don't know any of the kids that are dissatisfied." "The students I talked to were very satisfied, and I didn't hear anyone say that they were dissatisfied."

(3) Shared Time students regard the idea of Shared Time as a good one and wish to see it expanded.

Ten students made statements to support this idea: "I think it's (Shared Time) good, they should have more of it." "It's a good idea, but it's too bad it can't have a bigger program, more kids"..."they should have it next year."

(4) While most students expressed a high degree of satisfaction with the CLST program, expressed dissatisfaction among CLST students involved around transportation, materials used in the religion class, scheduling and interference with extra-curricular activities.

Ten students expressed these feelings:..."got to get up earlier in the morning - schedule longer - got to get from here over to Taft"..."there's the book we use - the Church History one - it's a little hard to understand." "The book is too hard." "I can't be in any clubs in the morning, because I'd never make it over here in time." "There are a couple of clubs I would have joined."

B. Effects of CLST School on Shared Time Students

(1) Shared Time students feel that school is necessary and the CLST program makes school more interesting and enjoyable

than regular school. Nine students in different parts of each interview expressed this idea: "I guess it's all right sometimes. I guess you have to go (to school) if you want to get a job..it's (CLST School) more fun than regular school - it's better than any other school." "I think school is something you have to do, so I do it - I kind of like coming here more. I'm taking two history classes and I like this history class more than the other history class. It's more interesting..."

(2) Students' experiences in CLST school were instrumental in expanding and intensifying their interest in religion and bringing them into a closer relationship with God and His Church.

Eleven students indicated this type of effect on them.."It gives a person more of an awareness of religion and God...and it links history and religion together." "I think it brings us closer to God because I know more about Him." "He (the teacher) has given me a better understanding of the Church." "This school helped me learn more about the church." "I read the Bible more than I did last year." "...made me a bit self-conscious about missing a Sunday."

C. CLST Teacher

(1) CLST students tend to see their favorite teachers at Taft as being like Mr. Matthias, or tend to see most of their teachers at Taft as being unlike Mr. Matthias.

Eleven students expressed these feelings in the following manner: "My English teacher .. he's just like Mr. Matthias, sort of. He understands us, too, and he talks to us." "My Spanish teacher, he's sort of like Mr. Matthias, fun to be around...cracks a joke ever so often..keeps the class interesting." "He (Mr. Matthias) is not like most of the teachers at Taft are, strict and hard and just cold - put you on the spot."

(2) The CLST teacher is viewed as an oustanding teacher because of his free, open manner, and his ability to communicate with and understand the student.

Twelve students fell into this category: "He's so different - free and open - you can talk with him about anything." "He told us the first day he's got to have an open class." "...he takes an interest in us." "he talks to you and he understands you..." "The teacher's a real nice guy and he's real understanding...you can ask him questions, not just about school, but about problems."

D. Concept of Shared Time

Students in the CLST program generally view Shared Time as a religious program, designed to help them learn more about God and the Church.

APPENDIX F-1

Interview Schedule for November Interviews

INTERVIEW INTRODUCTION

My name is _____. I'm glad to have the opportunity, _____, to be able to talk with you about your participation in Shared Time. As we talk, I may ask some questions, and I would like you to tell me what you think and feel about the situation. There are no right or wrong answers, so please feel free to tell what you think and feel. The information you give will be helpful to us in our study of Shared Time. Your name will not be associated with the information you give us.

So that we can review all the information you give us, we are going to record our conversation. (Show tape recorder and mike). As we converse, let's talk toward the microphone as much as possible. Our conversation will take about 15 to 20 minutes. (Begin recording). We can now begin our conversation about Shared Time. (Begin the conversation with the student's first name).

INTERVIEW QUESTIONS

1. Let's say a relative whom you haven't seen for two months has come to visit you and asks, "Where do you go to school?", what would you tell him?

2. It was probably some time ago that you first heard about Shared Time. By the way, when did you hear about Shared Time? When you first heard about it, what did you think it was?

3. Some school superintendents and church leaders have been seriously considering Shared Time for the past five years. For example, they considered how Shared Time could be arranged between two schools and the advantages and disadvantages of this arrangement. What do you think about the idea of being enrolled in two schools?

4. How do you feel about your own personal involvement in Shared Time? Let's go back to the first day of last month when you first started school. How did you feel then about being enrolled in two schools?

5. When someone attends a particular school for some time, he develops a feeling toward the school he is attending. You attended Taft High School last year. Do you feel any differently about Taft this year than you did last year?

6. Before making an important decision, people usually consider a number of things. Tell me about the decision that led to your enrollment in CLST. How did it come about?

7. As you thought about the change in your school life (being enrolled in CLST), what were some of the concerns or fears you may have had about CLST?

8. Now that you have been in Shared Time for about two months, what has happened to these concerns or fears? For example, you said that....What about it now?

9. Have you experienced any new concerns or fears since the beginning of the school year?

10. You have developed friendships during your years at school. Do any of your friends also attend CLST?

11. Do you have any idea as to what your friends who are not attending CLST may think about your attendance?

12. What kind of feelings have other students expressed to you about your participation in CLST?

13. You and your friends not enrolled in Shared Time have perhaps discussed the CLST classes now and then. What would you say to one of your friends who would wonder aloud as to whether he should attend CLST?

14. I'm sure you had imagined what the teacher and students of CLST would be like before school began. What did you think the students would be like? Were they like this or were they different?

15. What did you think the teacher in CLST would be like? Was he like this or was he different?

16. What did you think the building would be like? Was it like this or different?

17. If a friend of yours asked you, "What is the difference between Taft High School and the CLST School," what would you tell him?

18. How many courses are you taking at both schools? What courses are you taking? Which ones do you like as well as European History? Let's say that you had very little time to do your homework assignments and you had to choose one of two assignments to complete, would you complete the one in European History or the one in (other course)?

19. Let's say that the relative whom you haven't seen for two months asked you, "How do you feel now about attending CLST?", what would you say?

20. _____, you have given me your reaction to a number of questions about Shared Time. Now I would like you to give an accurate indication of your feelings toward Shared Time. On this sheet of paper there are two statements. The one statement reads, "I am satisfied with Shared Time". The second statement reads: "I am dissatisfied with Shared Time." (or in reverse order). Place a checkmark in front of the statement that expresses how you feel toward Shared Time.

All right, you checked the statement, "_____." Now, would you indicate how (satisfied) (dissatisfied) you are with Shared Time. If you are a little (satisfied) (dissatisfied) with Shared Time, put a circle around this period. If you are quite (satisfied) (dissatisfied), put a circle around the letter "o". If you are very (satisfied) (dissatisfied), place a circle around the Zero. Put a circle around the symbol which indicates the degree of (satisfaction) (dissatisfaction) you feel toward Shared Time.

INTERVIEW CONCLUSION

I want to thank you, _____, for taking time to talk with me today. Your participation will help us a great deal in our study of Shared Time. Are there any final questions or comments you would like to make? It was nice meeting you, _____, and perhaps I'll have the opportunity to talk with you again.

APPENDIX G-1

Semantic Differential - Shared Time

This questionnaire asks you to describe the situation named at the top of the next page. On that page you will see several pairs of contrasting words. You are to make one circle between each pair to describe the situation named on that page.

Example:

TESTING

exciting 0 o . | . o 0 boring

First, you would have to decide whether this situation is exciting or boring. Then, you would know on which side of the vertical bar to place your circle.

Second, you would have to decide how exciting or boring you thought the situation is. If you have decided that it is a little bit boring, you would circle the period to the right of the bar. If you think this situation is quite boring, you would circle the letter "o" to the right of the bar. If you think this situation is very boring, you would circle the zero to the right of the bar. Where would you place the circle if you think the situation is very exciting?

BE SURE TO MAKE ONLY ONE CIRCLE BETWEEN EACH PAIR OF WORDS
When told to do so, go on to the next page

APPENDIX - G-2

SHARED TIME

strong	0	o	.	|	.	o	0	weak
bitter	0	o	.	|	.	o	0	sweet
unarousing	0	o	.	|	.	o	0	stimulating
rugged	0	o	.	|	.	o	0	soft
rewarding	0	o	.	|	.	o	0	embarrassing
aggravating	0	o	.	|	.	o	0	soothing
fortunate	0	o	.	|	.	o	0	unfortunate
stimulating	0	o	.	|	.	o	0	boring
dark	0	o	.	|	.	o	0	bright
attractive	0	o	.	|	.	o	0	unsightly
precious	0	o	.	|	.	o	0	valueless
uninteresting	0	o	.	|	.	o	0	appealing
vigorous	0	o	.	|	.	o	0	feeble
clean	0	o	.	|	.	o	0	dirty
meaningless	0	o	.	|	.	o	0	meaningful
stale	0	o	.	|	.	o	0	fresh
relaxed	0	o	.	|	.	o	0	tense
irritating	0	o	.	|	.	o	0	soothing
belong	0	o	.	|	.	o	0	removed
cheerful	0	o	.	|	.	o	0	gloomy
monotonous	0	o	.	|	.	o	0	inspiring
satisfying	0	o	.	|	.	o	0	unsatisfying
powerful	0	o	.	|	.	o	0	frail
valuable	0	o	.	|	.	o	0	worthless
sour	0	o	.	|	.	o	0	sweet
beautiful	0	o	.	|	.	o	0	ugly

A
E-BR
Must

FROM:

ERIC FACILITY
SUITE 601
1735 EYE STREET, N. W.
WASHINGTON, D.C. 20006